



## LIBRARY: what Heyworth Report means

### THE PRESENT SYSTEM

### HEYWORTH PROPOSALS

#### Undergraduate Students

Now may borrow books in Sigmund Samuel reserve collection for periods varying from overnight to one week, depending on demand. May now borrow books in research collection for one week — no renewal.

At present may borrow periodicals less than 5 years old for one week; current issues for one week; latest issue overnight only.

Under present system, undergraduates above first year have automatic access to stacks. Some temporary passes granted to other individuals on application, for exceptional needs.

No delivery to reading desks.

Telephone delivery service not provided.

Propose two-week loan limit for Samuel duplicate collections and keeping present one-week limit for research collections (Robarts Library).

Periodicals, it is recommended, are to be used in libraries only and may not be borrowed. Quick photocopying service to be available.

Committee proposes that access to Robarts stacks be available on application to 4th year undergraduates in departments corresponding to Divisions I or II, School of Graduate Studies; short term passes be issued on application to any student in one or more Arts & Science 300 (or higher series) courses in Humanities and Social Sciences, or their equivalent in other faculties. Limited number of one-day passes should be available to all registered users of the Library, on application.

Propose books be delivered to numbered desks in Robarts reading rooms.

Telephone ordering service recommended for Robarts Library — books to be held at reserve desk for 24 hours. Delivery service from Humanities and Social Science collections on St. George Campus to be discontinued.

#### Graduate Students

At present may borrow books from research collection for two weeks, with one renewal.

May now borrow periodicals for two weeks, without renewal.

Now have automatic access to stacks.

Those who have University office address now have telephone delivery service.

No delivery to reading desks.

It is proposed that books in Robarts research collection may be borrowed for not more than one week.

May use periodicals in buildings (Robarts and Sigmund Samuel) only and not borrow them, it is proposed. Quick photocopy service to be available.

Committee recommends stack access at Robarts on application.

Telephone ordering service proposed for Robarts Library, books to be held at reserve desk for 24 hours. Delivery service from Humanities and Social Science collections on St. George Campus to be discontinued.

Delivery to numbered desks in Robarts reading rooms, it is proposed, with books to be held at reserve desk for 24 hours.

#### The Faculty

May now borrow books in research collection for 2 months, with automatic renewals until the following May, unless recalled.

At present may borrow periodicals for 2 weeks, without renewal.

Automatic access to stacks.

Now have telephone delivery service to offices.

No delivery to reading desks.

It is proposed that books in Robarts research collection be borrowed for not more than one week.

Periodicals, it is recommended, are to be used in Robarts and Sigmund Samuel buildings and may not be borrowed. Quick photocopying service to be available.

Access to Robarts stacks available on application, it is recommended.

Telephone ordering service proposed for Robarts Library, books to be held at reserve desk for 24 hours. Delivery service from Humanities and Social Science collections on St. George Campus would be discontinued.

Delivery of books to numbered desks in Robarts reading rooms.

#### The Public

Members of the public now may (a) consult library catalogues; (b) use the reference collection; (c) use the photocopy service; (d) upon presenting identification, request material from stacks and read it in the library; (e) upon application and payment of a fee and refundable deposit, have borrowing privileges roughly equivalent to those of graduate or undergraduate students.

The committee recommends present system be continued without change.

The Governing Council elections close on Monday at 4 p.m. HAVE YOU VOTED?



# Senate to consider Heyworth library report Friday night

Recommendations proposing some undergraduate access to the stacks of the Robarts Library and the refurbishing of Sigmund Samuel Library for more efficient undergraduate student use will be before the Senate at its February meeting on Friday evening.

The recommendations were contained in a report of a committee of the Library Council headed by Prof. P. L. Heyworth. The Library Council accepted the report last week and forwarded it to the Senate for discussion.

Although the Heyworth committee was asked only to inquire into the problem of access by undergraduates to the stacks in the library now under construction, its members decided to consider other aspects of the use of the new library, including the right of the public to utilize its facilities.

The text of the preamble to the Heyworth committee report follows:

It is important to recognize that many of the elements of the present situation are a direct result of the explosive growth of the University of Toronto in the sixties. The central concern of Library policy in this period has been the struggle to accommodate to this growth physical resources and a library system designed for less than half today's university population. Some of the results of this are a matter of daily experience for users of the Library: a Reference Room in which there is no space to refer to the books it contains, a catalogue area that often contains more bodies than catalogue drawers for them to consult, three people for every seat, six coats for every hook, twenty readers (it sometimes seems) for every book. It is a depressing litany.

But much more serious than the merely physical hardships has been the deterioration in the library service to all classes of users. Thus, overcrowding of the Wallace Room has led to inefficient (and expensive) fragmentation of the undergraduate duplicate collection; in addition, the difficulty of accommodation to the New Program an undergraduate collection developed for the old Honours and General Courses has made the collection increasingly unresponsive to the demands made upon it; this has in turn driven undergraduates to use the research collection and generated demands for stack access; these demands have been reluctantly conceded. Faculty increasingly annoyed by what they believe to be pirating of the research collections have reacted by gathering into their studies quantities of books and keeping them there, often in defiance of recall notices. Thus desperate remedies have hardened into privileges, and exponents into matters of principle.

The committee saw the absurdity of allowing such an unsatisfactory and inefficient system to survive the physical separation of the two libraries. We had been asked to consider only the need for and nature of restrictions on access to the stacks of the Robarts Library; yet it was difficult to see how the question of stack access could be treated in isolation. The question of the need for stack access implies consideration of the alternatives and these alternatives are inseparable from the conditions in which they have evolved. If the original proposal that undergraduates be generally excluded from the stacks was arbitrary, so was the counter proposal for open access. Both represented an over simplified view of a complex situation, and both left out of account the nature of the two collections and the special needs of the different publics they were intended to serve.

This much became clear very early in the committee's discussions and it was in the light of it that the decision was made to interpret the terms of reference as generously as we have done. One real and important advantage flowed from this decision. It meant that the issue of stack access had then to be seen in the context of total Library service to the university community and once this was done it was immediately recognized to be not the only, and certainly not the most important, issue involved. In fact only two hours of the final five-hour meeting was spent on the formula for stack access set out in Section IV of the recommendations.

The chief and continuing difficulty that faced the committee was that of arriving at concrete recommendations directed towards the orderly and equitable regulation of two independent but complementary libraries not yet in existence. Weighing and assessing variable factors in a known situation is hard enough, doing so in a hypothetical situation is virtually impossible. Nevertheless, this had to be attempted, and we approached the question pragmatically by trying first to isolate the factors which, after the physical separation of the undergraduate and research collections, would encourage undergraduate use of Robarts to be largely self-regulating.

One obvious factor is the distance between the two libraries. But this will be effective only if Sigmund Samuel is accepted as the library of first resort by undergraduates, and this can not be taken for granted in view of decisive evidence that the centre of gravity of the St. George Campus now lies west of St. George Street. The temptation for students from New College and Sidney Smith, for example, to make for Robarts rather than the Sigmund Samuel must be recognized as a strong one.

In order to encourage use of Sigmund Samuel as an undergraduate library of first resort it is clear that a comprehensive review of existing collections to be amalgamated in Sigmund Samuel is necessary, a review directed towards bringing the contours of the collection into alignment with the New Program. This must be done systematically, department by department and course by course, so that it will, on the opening of the Robarts, constitute a first-class course-related undergraduate duplicate collection which might be expected to reduce to a minimum the undergraduate need to use the Robarts Library. (Recommendation I.1). It is also vital that the refurbished Sigmund Samuel building should provide a physical environment which will attract users by its material comfort and functional efficiency and encourage its use as a library and reading place rather than the book-storage depot that it presently is. (Recommendation I.2). The new St. Michael's College Library might be taken as a model for this refurbishing.

It should be added that continuance of existing undergraduate libraries in the Federated Colleges is also important here. These have always been a very valuable part of the undergraduate library system (to say which is not to discount the importance of their specialist research collections) and the need for them is likely to increase rather than diminish. How successful they have been in serving the university community is shown by the fact that approximately 25 percent of the total service of St. Michael's College Library, for example, is provided for non-St. Michael's undergraduates, graduates, and faculty.

The committee believes that if these recommendations are implemented they will do much to draw undergraduates to the Sigmund Samuel Library. But we accept that undergraduates will often have legitimate needs which can only be satisfied by use of the Robarts collections. Before any sensible decision could be made on what degree of access to

these collections should be permitted them, we recognized that we had to come to some agreement about the function of the Robarts Library and the essential needs of the classes of user it primarily serves.

The committee's thinking here was crystallised by a characteristically incisive brief presented by Prof. Martin Mueller, a brief which made articulate many of the ideas and assumptions that were raised intermittently by those who testified before the committee as well as in our own discussions. Prof. Mueller's definition of the function of a research library and the needs of its users can best be expressed in his own words:

"Equal access to a library may mean either equal ease of physical access for everybody or equal availability of holdings to anyone at any time. The two are not the same, and where they conflict, the latter must take precedence, because ease of physical access is useless if there are no holdings to have access to. Library regulations about ease of physical access include both stack privileges and borrowing privileges, the latter nearly always, the former by no means always, an advantage. All great public research libraries (British Museum, New York Public) are non-circulating, closed stack libraries, because both circulation and stack privileges restrict availability of holdings — circulation because it makes books temporarily unavailable far beyond the period of actual use and stack access because of loss through mis-shelving and theft of items which, even though not necessarily precious, are nonetheless no longer for sale. If for various and valid reasons, one is willing to trade decreases in availability for increases in ease of physical access, it is nevertheless still necessary to ration privileges. What would happen to even the largest collection if everybody had unlimited stack access and borrowing privileges without time limit?

"Applying these general remarks to the current quarrel over stack access to the Robarts Library, I would urge the committee to reflect on the goals of our library system and to rethink all library regulations and all traditional distinctions between classes of users in the light of the following question:

"If the university wants to have a research collection and if it is thereby committed to making availability of holdings the goal of its acquisition policy and its service system, what loss in availability can it tolerate for the sake of extending privileges of easy access? Or, more briefly: What stack and borrowing privileges can we afford?

"This is entirely a quantitative problem, both with regard to the time limit of loan periods and the numerical limit of people admitted to the stacks. My own guess is that current regulations, reflecting both the physical limitations of the present building and traditional privileges accorded to classes of users, are excessively tilted in favour of easy access and in many areas seriously threaten the temporary and permanent availability of holdings. We may need to restrict borrowing privileges, both by extending the range of non-circulating material and by restricting loan periods, especially for graduate students and faculty members.

Given the ample and opulent interior design of the Robarts Building and its intended use as research space, it seems entirely reasonable to shift regulations markedly in favour of the in-building user."

The recommendations for modification of borrowing privileges and restriction of periodical circulation (II.1,2) and the abolition of the book delivery service (III.5) derive from the committee's acceptance of the principle of availability as fundamental to a research collection. There is no doubt that the very great increase in the number of faculty and graduate students over the last ten years has, as a result of the generous borrowing privileges they are allowed, seriously diminished the availability of library holdings especially in the 'big' subjects where overlapping demands are frequent. It is worth noting that student members of one of the largest graduate faculties, English (with a total of more than 500 students and faculty) have recently proposed that all periodicals, at least one copy of all standard editions of major and minor British, American, and Canadian authors, and of all major critical works, should be non-circulating, and that faculty members should have the same borrowing privileges as graduate students.

The committee has felt obliged to go some way to meet such demands as these. We recognize that the situation is very different (and by no means as desperate) in small graduate departments, but we hope that members of such departments will allow the impossibility of rationing by subject. We are convinced that the interests of the research reader are better served by increasing the likelihood of him finding, than by encouraging him to remove, the books he needs. This is especially the case with periodicals, which contain almost exclusively research material. The random nature of the contents of most periodicals means that a borrower who wishes to read one article makes unavailable for the term of his loan another twenty or thirty bound up with it. There is no case to be made for this when ample and cheap xeroxing facilities are available in the Library. It should be said that in the matter of loan-periods and non-circulation, as in all others, the Library is prepared to consider special arrangements to meet special requirements.

The formula covering stack access to the Robarts collection (IV.1-3) combines, we believe, due consideration for preservation of the collections with a defensible system of priorities based on classes of user, while totally denying access to none. It will be noticed that occasional access rights are proposed even for first-year students (IV.3). The services recommended in III.1-3 are designed as a convenience for readers without access and for those who do not wish, for any reason, to avail themselves of their access privileges.

In the matter of access for the general public the committee believes that the existing regulations are fair and defensible and recommends (V.1) that they remain as at present, except for such necessary modifications as result from the change in regulations suggested in this report.

The Review Committee recommended in VI.1 is unavoidable. No one can foresee (although the committee has tried to guess) the pattern of use that will in fact develop in the revised Robarts-Sigmund Samuel system. The two-year period suggested should allow the libraries to settle down and readers to find their way about them. The Users' Committee recommended in VI.2 will help bridge the gap that yawns so uncomfortably between the Library and the constantly changing needs of those whom it serves. In its absence it is difficult to see how the Library can avoid in future the occasional depredations of committees like the present one. In the middle sixties the Robarts Library had a Users' Committee long in advance of it reaching the drawing board, while by a fine (and wholly characteristic) irony Sigmund Samuel, decks awash, did not. It is such amiable eccentricities as this which endear the University of Toronto to us all.

## Public may use Robarts Library free except for book borrowing

The following statement on public access to the John P. Robarts Library has been issued on behalf of the Library Council:

1. All resources in the research collection of the John P. Robarts Library will be available without charge to any member of the public on a non-circulating basis. The Robarts Building will have extensive facilities for public use, including the 600 seat Provincial Reading Room.

2. The Library charges fees to members of the public only for special borrowing privileges that go well beyond the privileges extended to the public by other public research libraries in Toronto

and elsewhere. The Library is justified in charging these fees because students at the University of Toronto do not in fact have "free" access to the University's library resources, but pay an indirect fee through that percentage of their tuition fees which goes towards the operating budget of the Library.

3. The Library Council has consulted with members of the Wright Commission and has satisfied itself that the Library's regulations governing the use of its resources by the public fully meet the requirements set forth in Recommendation 18 of the Wright Report. This applies both to current regulations and to the modifications proposed by the Heyworth Report.



# A reminder of national research responsibilities

The following letter from Prof. P. L. Heyworth, chairman of the Library Council's committee on stack access, was published yesterday by the Globe and Mail:

The University of Toronto's new Robarts Library has in recent months had more publicity than it deserves. As an issue that is half-heartedly trying to turn itself into a scandal it is notably lacking in conviction.

That the building itself cost \$47-million and that it is ugly may be accounted legitimate causes for complaint; but the views of those who believe so might carry more weight if they had argued a similar case against the recently opened Medical Sciences Building on the same campus. It also cost more than \$40-million and in comparison with it, the Robarts Library has all the grace and elegance of the Taj Mahal.

More recently the populist cry of elitism and the charge that the public who paid for it are to be denied access to the library have been aired, and the accusations have been given some spurious weight by people who might be expected to know better — in particular Mr. Douglas Wright and his commissioners. The accusation of elitism comes oddly from the spokesman of a government which in devising the system of Community Colleges articulated separate but complementary as valid principles in higher education. If the Robarts Library embodies any principles, those are they.

The related charge that the public is to be denied access to the library suffers from the handicap of not being true. Anyone may enter the library and use the reference service, consult the catalogue, request books from the collections and read them within the library. These are basic rights safeguarded in the present regulations of the University of Toronto Library and they are not in dispute. Their further extension to include borrowing and physical access to the books on the shelves (so-called stack access) is illegitimate. These cannot reasonably be held to be rights; they are privileges which must be weighted against factors such as conservation of the collections and the responsibility (especially important in a research library) to keep available at all times for use in the library as many of the books as possible.

Even McMaster University Library, complacent as it is in its avowed dedication to public service, is guarded in the privileges it extends to high school students among others. And before the politicians start trumpeting the cause of taxpayers' rights they would do well to look to their own backyards. Neither the libraries of the federal parliament nor the provincial Legislature are open to the general public for reading or for reference, much less do they offer borrowing or stack access privileges. If these are not taxpayer libraries it is difficult to know what they are.

Much more important than any of these issues is a case that is likely to go by default in the present atmosphere of mutual recrimination. It is that for better or

for worse the University of Toronto Library is now and must inevitably continue to be the national library for research in the humanities and social sciences.

The National Library in Ottawa (no reading rights extended to the general public, no borrowing, no stack access) is so only in name. The Robarts Library will within a year house a unique national resource and politicians and the public alike would do well to turn their energies (as the university is now doing) to thinking about how best to conserve and augment it. There is justifiable public concern at the dangers of unrestricted access to Algonquin Park. The case of the Robarts Library is not different: books are a very perishable commodity.

The Senate of the University of Toronto has before it proposals designed to regulate and limit direct physical access to the books, and to restrict loan periods and the circulation of certain categories of material, in the interests of making books available when needed.

If these proposals fail to find acceptance it will be a great pity. They are the first attempts to apply a rational and defensible policy of management to an exceedingly scarce and much-neglected resource. And in practical terms it will mean that the university community has gone far to concede the charge that the Robarts Library is a scandalous indulgence. For it will no longer have any claim to be the research collection that so many have fought so long and so hard for, but the most expensive book storage depot ever built.

## Here are recommendations that grew from the thinking described on facing page

The committee of Library Council which submitted proposals for resolution of the Robarts Library stack access problem consisted of:

Prof. P. L. Heyworth, chairman; John P. Abbott, student; Dean A. D. Allen, David Esplin, Associate Librarian; Mrs. Judith Gelmon, Extension student; Profs. Richard Gregor, T. C. Hutchinson, and D. A. Joyce; Audrey Logie, graduate student; H. C. Sholler, Associate Librarian, and David Warren, student.

These were the committee's recommendations:

### I. Refurbishing of Sigmund Samuel

(1) That there should be a comprehensive review of existing collections to be amalgamated in Sigmund Samuel, this to be undertaken as a co-operative venture by the Library in conjunction with the teaching departments, and the highest priority to be given to it by both.

(2) That an Ad Hoc Committee for the revised Sigmund Samuel Library, composed of students, faculty, the Library, and representatives of Physical Plant, be constituted immediately to make recommendations relating to the interior design of the Library, the committee to continue in existence until the building is fully operational.

### II. Borrowing privileges

(1) That the borrowing periods for the Robarts Library be not more than 1 week and for the Sigmund Samuel not more than 2 weeks. Provision to be made for exceptional circumstances.

Profs. Gregor and Joyce, and Mr. Esplin registered dissent.

(2) That periodicals in the Robarts and Sigmund Samuel Libraries should be non-circulating.

Prof. Gregor registered dissent.

### III. Library service

(1) That a computer print-out of the catalogue of the Central Library be provided at convenient locations in the University, e.g. Sigmund Samuel, college libraries, departmental libraries, Erindale and Scarborough.

(2) That a telephone ordering service for all members of the University be

established, books to be held at a reserve desk for 24 hours.

(3) That in the Robarts Library delivery of books to numbered desks in the reading rooms be provided.

(4) That existing library hours be continued in both locations.

(5) That existing book delivery service for Humanities & Social Sciences collections on the St. George Campus be discontinued.

Prof. Gregor registered dissent.

### IV. Stack access in Robarts Library

(1) That faculty, graduate students, and 4th year undergraduates in Divisions I & II be allowed stack access and general borrowing privileges upon application, and that lockers and lockable carrels be assigned to this group upon application, on the basis of need.

(2) That any student who is enrolled in one or more Arts & Science 300 or higher series course in the Humanities & Social Sciences (or their equivalent in other faculties) should be given a short term pass upon application.

(3) That a limited number of one-day passes should be available to all registered users of the Library upon application.

### V. Public borrowing, stack access, fees & deposits

(1) That the rules and privileges for persons who are not staff members or registered students of the University of Toronto shall remain as at present except for such necessary modifications as result from the change in regulations suggested in this report.

Mr. Abbott registered dissent.

### VI. Miscellaneous

(1) That a Review Committee, similarly constituted to the present committee, be set up after the revised system has been working for two years.

(2) That a Library Users' Committee, similarly constituted to the present committee, be appointed immediately, and be transferred intact to the revised library system.

(3) That the 5th elevator shaft be made operational as soon as possible.



Arnold Wilkinson with a portrait of his wife, Dorothy

## Arnold Wilkinson is to retire as the Warden of HH on June 30

E. Arnold Wilkinson has resigned as Warden of Hart House, effective at the end of the current year, after seven years in that office. He plans to take a year's leave of absence and return to the University in 1973 in another position.

Mr. Wilkinson was made Acting Warden in 1965 and was confirmed in that office a year later. He came to the University of Toronto as an undergraduate at Victoria College in 1935, and since his graduation in 1938 has been on the staff continuously except for wartime service as a naval lieutenant.

During that time he has served successively as Assistant Secretary, Assistant Comptroller, and Assistant Warden of Hart House, and was the first man to be appointed Warden from its staff. He is known personally to literally thousands of staff, students, and former students who have used Hart House and served on its committees.

"He has given outstanding service to the University", Acting President John H. Sword said, "and has guided Hart House with distinction during seven difficult years of transition. We are looking forward to the contribution he will make in the years ahead in other areas."

"During his Wardenship, he was equally concerned with preserving the values and traditions of Hart House, and with modifying them to meet the needs of present generations of undergraduates. He brought to his work — particularly with students — a sensitivity and a sincere respect for others' ideas."

Mr. Wilkinson was the fifth Warden of Hart House since it was given to the

University by the Massey Foundation in 1919. The University then had a total registration of 3,500. Now nearly 10,000 people use Hart House every day — as a place for leisure, athletics, eating, music, conversation, reading, or prayer.

Arnold Wilkinson was born in Toronto in 1914, and first visited Hart House as a ten-year-old taken to the Theatre by an aunt. As an undergraduate he played lacrosse in its gym, and was active in the Victoria College Music Club's annual performances of Gilbert and Sullivan in its Theatre.

As Warden, a colleague once wrote, he has guided with rich slow humour and humanity, outward equanimity and inward concern, reaching decisions with care and following through with conviction. He himself said of his work: "The worth of the life of the House is in the quality of its style and in the part which it plays in establishing a vigorous atmosphere of freedom to learn and to experiment."

## EXHIBITIONS

McLaughlin Planetarium. "Above Mount Olympus". To April 9. Times: Tues. to Fri., 3 and 8 p.m. Sat., 2, 3.30, 7.30 and 9 p.m. Sun., 2, 3.30, 5 and 7.30 p.m.

Work produced by Hough, Stansbury and Associates Limited, landscape architects. March 16 to 24. Reception March 16 from 5 to 7 p.m. Faculty of Architecture, 230 College St.

Burnaby Print Show: 5th National Burnaby Print Show organized by the Art Gallery, Burnaby, B.C. Erindale College. To Mar. 21.



## ALL-UNIVERSITY MEETING ON THE WRIGHT REPORT

# Estates urged to compare ideas, seek common ground

Spokesmen for the teaching staff, the students and the administration voiced their views on the draft report of the Commission on Post-Secondary Education at a plenary session of the various University estates in the Medical Sciences Auditorium on Tuesday.

Summing up, the chairman, Prof. Donald F. Forster, Acting Executive Vice-President (Academic), saw a lot of common ground toward the report among the speakers and hoped they would get together and find more. The next opportunity for the presentation of briefs is at a public hearing of the Commission on March 22.

By agreement, representatives of the Faculty Association — Profs. R. M. H. Shepherd, William B. Dunphy and M. G. Finlayson — spoke first, followed by three Students' Administrative Council spokesmen — Dan Leckie, education commissioner; Al Nigro and John Lubek — then by Prof. Bernard Etkin, elected member of the President's Council, and Mrs. Joyce Forster, appearing for the U of T Alumni Association.

Prof. Shepherd thought the puzzling inconsistencies and contradictions in the report "may perhaps reflect undigested ideas or possibly unresolved tensions between certain members of the Commission". The Commission did not appear to recognize the university as "a special sort of institution to which many of their generalizations about post-secondary education are scarcely applicable". The faculty's chief concern, he said, is that

the report "appears to threaten the academic autonomy of the university explicitly extending the jurisdiction of government into the areas of admissions and programs".

Prof. Dunphy suggested that the proposal for a senior advisory committee looked like a recommendation for a mini-Wright Commission. That committee, and the co-ordinating boards, created a neat hierarchical structure over all post-secondary education. It was an unprecedented grab for power, which he could not understand. The universities, he thought, should turn their attention to letting the public know that public funds for higher education were being spent wisely, even frugally. During the discussion period, Prof. Dunphy added that the civil servants who would form the staff for the co-ordinating boards, along with the government-appointed chairman, would threaten a take-over by their control of research and communications.

Mr. Nigro, who had carried out surveys of student opinion for SAC, said students felt they were at university for job training and were disillusioned about the way they were taught. Students agreed with much of what the report said about certification and licensing of the professions and thought there should be an end to the monopoly enjoyed by licensing bodies. There was a need for alternatives to the educational system of today and there was certainly more than one way to learn.

Mr. Lubek, speaking for students in professional faculties, said they were strongly opposed to sharp increases in tuition fees, wanted loans in lump sums at the beginning of the academic year, at low interest rates, and protested the selection of students for admission by lottery as proposed. On the whole, the professional students were opposed to the draft report.

Mr. Leckie hoped that the recommendations would bring about a change in student-staff relationships. There should be "consumer" control of education, with public accountability, something the UTFA had not emphasized sufficiently in its response to the Commission. There should be complete accessibility to post-secondary institutions, with the individual taking the initiative in this. He proposed one co-ordinating board for both universities and colleges, on which would be an equal number of students and representatives of the public, and a smaller number of faculty members.

Prof. Etkin said he hoped for more generous provision for students in the proposed grants scheme and questioned the workability of the proposal to separate subsidies for teaching and research. (Prof. Etkin's statement appears in full below.)

Mrs. Forster explained that the UTAA had not completed its brief to the Commission but she could outline the points alumni were concerned about: the absence of stress on quality in the report,

the co-ordinating board — "a bureaucratic monster"; the obvious creation of a Department of Education "from the cradle to the grave"; the absence of any attempt at costing the recommendations, the excessive powers of the chairman of the co-ordinating board. Mrs. Forster said the alumni had "enormous sympathy" with the Commission's terms of reference and statement of issues and hoped they would go back to "square one" and come up with a genuine philosophy of education.

During the discussion period after the panel had completed their statements, a student asked Mr. Lubek about a demonstration which he said had been suggested by professional students. This, he said, was contained in a recommendation sent to SAC and proposed that students from other universities be asked to join their U of T confreres in a public demonstration at the end of March against the Commission's report.

Mr. Lubek replied that such an idea had come out of a meeting, on Monday, at which the attendance totalled about 35 professional students.

The idea of a demonstration was supported by Catherine Curtin, who as of Tuesday appeared to be president-designate of SAC by acclamation.

Prof. James B. Conacher, UTFA president, replied to Mr. Leckie that the faculty did not object to public accountability in a democratic society, but was concerned that the university would not be able to run its own affairs.

## Question plan to split teaching, research subsidies

*Professor Bernard Etkin's comments at the March 7 University-wide discussion of the Wright Report were based on a paper on the Report's financial implications which he prepared at the request of the Acting President. The text of this document follows:*

### SECTION 2 (FINANCE)

2.1 In our view, there are two key elements in the recommendations for financing that affect the Universities. These are:

(i) The separation of subsidies to Universities into 'educational' and 'research' components (Rec. 61).

(ii) The division of cost between the student and the taxpayer (Rec. 63, 64, 66, 67, 69).

We comment first on these two items, and subsequently on some of the other recommendations related to financing.

### 2.2 Separation of research

The report argues that separation of the cost of research from that of education in the universities is both possible and desirable. Although it concedes that the result is not precise, is not based on a 'detailed cost accounting' (P. 43, para. 2), it presents Appendix E as a demonstration of such a separation. In our view, Appendix E does not satisfactorily substantiate this claim. It appears to be based on the arbitrary assumption that the education cost can be calculated from a 39 hour work week (for Arts and Science professors) made up of 13 contact hours and 26 preparation hours. We wonder why 39 hours was chosen (rather than 35) and why the ratio of preparation to contact time is 2:1. We observe

that this time allocation does not allow for the burdensome administrative and committee duties in which all staff are to some extent engaged, neither does it allow time for the professional and scholarly activity (not research) in which competent university teachers must engage to remain competent. It appears that all professorial time not directly connected with lectures, labs, tutorials, etc. is classified as research. Clearly widely differing results could be obtained by using different arbitrary assumptions. It is not clear from the tables presented how graduate student supervision has been treated. Is the time spent by a professor leading a team of graduate students on a research program that constitutes their thesis work to be charged to education or to research or both? From the footnote to Table E-2 that defines contact hours in terms of scheduled meetings, and from the relatively low figure of 5.6 faculty contact hours for Ph.D. programs, it would appear that all the time spent in informal discussion, reading draft theses, attending oral examinations, etc. has been assigned to research and not to teaching. This too is an arbitrary decision that could be made differently with very different results. Perhaps the percentage of income allocated to faculty salaries should really be much larger than 45% for Ph.D. programs.

Notwithstanding the above criticisms of the model presented, we agree that there is research in the universities that is not carried on by the students themselves, and that may therefore be said to be only indirectly related to their education. (Such research may have great value in advancing knowledge or providing a public service, and almost invariably has important long-term effects on curricula and the research of graduate students.) We would also agree that if some reasonable definitions of such research were agreed to, its relative cost could be estimated. We suspect, however, that it would be much less than is implied by tables E-2 and E-3, (which implicitly suggest that the research cost is in the neighborhood of 35 or 40%).

As to the desirability of such a division of the subsidies, the report presents a somewhat elusive set of arguments, at the core of which is the statement "it is irrational to make all or most of our support for research dependent on the number of students." (P. 41) This irrational-

ity is argued to derive from the need to shift more of the cost of education to those students who can afford to pay, and the need to ensure that they are in fact paying for education, and not for research. Even if one accepts the analysis of Appendix E (or for that matter any alternative analysis) that leads to an estimate of 'fair' charges to students, such as presented in Table IV-4, it does not at all follow that the institutional grant must then be divided into the two categories; it could just as well be provided in one category on a formula basis as it now is. Another motivation for wanting to separate these costs hinted at but not explicitly stated (see quotation from Joseph Ben-David, p. 44 and p. 45, para. 8), is to provide a ready mechanism for government to alter the proportion of 'research effort' to 'teaching effort' in the universities.

No doubt the distribution, kind and amount of research done in the universities are not 'optimum' according to various criteria that might be proposed, but we are dubious about the potential improvements that might flow from the proposed method of financing. It should be recalled that there is already a very substantial monitoring of University research by the various granting agencies that provide financial support for it (foundations, NRC, MRC etc.). (17% of our operating budget at U of T for 1971/72 is in the form of assisted research). These funds are awarded in open competition, and the grants are made on the advice of competent specialists. This process, although certainly not perfect, does work to maintain the quality and relevance of much of the research that is done.

On the other hand there are some fairly evident disadvantages that might be anticipated under the proposed scheme. Because the role of research is less obvious, and less readily appreciated by the public and the legislators the 'research component' will provide an easy target for future budget cuts. Such an arrangement contains within it the potential for decay. It is not inconceivable that attrition of research in the universities in the future might ultimately cause them to degenerate into little more than third-level high schools.

There are other negative consequences of funding research separately that are less speculative. The basis for allocating these funds as between institutions is to

be their "overall research performance" (p. 43, para. 5). How are the criteria of institutional performance to be established, and by whom? Ben-David says "The measurements of the attainments would present a serious problem, but it could be done . . ." (p. 44, para. 5). We concur that this would be a serious problem, and question whether adequate objective criteria could be devised that would be acceptable to those best able to judge, i.e. the researchers themselves. We have in the past few years witnessed certain undesirable side effects of formula financing stemming from competition for BIUs between institutions and between departments. A similar but potentially nastier situation could be expected to develop around the competition for the research component of the subsidy because of the subjective nature of judgements about the worth of research.

### 2.3 The Students' Share of the Cost

We generally accept the Commission's arguments and conclusions concerning the sharing of the cost of education by students, but have some specific objections to details. Although the selection of 50% as the students' share is arbitrary, we do not offer any counter suggestion. Neither do we have any basic objection to the idea of a sliding scale for the accessibility grant as portrayed in Fig. IV-1 (this we have interpreted as applying only to fees). We note that it is unclear from the report how the maintenance portion of the grant to students is to be determined, but assume that a sliding scale from 100% to 0 would apply to it, just as to the fees portion. We are however concerned about the choice of median family income, \$10,000, as the cut-off point for grant support. We are concerned that the prospect of going into debt would prove to be a serious deterrent to many young people from families in this middle income range especially where more than one is of university age. We would hope that if this plan is in fact implemented, its consequences on this income group would be carefully watched in the first two years, and that the government would be prepared to change it if our fears were realized. We also support the concept advanced for a loan system with an automatic repayment scheme integrated with income tax. Our principal and strongly held objection

(See page 5, col. 1)

### COU seeks legal advice on commercial plagiarism

While recognizing that many faculties, departments and individual teachers have developed methods of detecting plagiarism, the Council of Ontario Universities has sought legal advice on the problem of commercial distribution and sale of term papers and essays in Ontario.

A COU affiliate, the Council of Deans of Ontario Faculties of Law has been asked to consider the implications of business enterprises preparing or obtaining manuscripts analogous to term papers, essays or theses for sale to university students, and to recommend appropriate action.





***“The turnout for this debate indicates our concern”***

The quotation above is the substance of a comment by Dr. John H. Sword, Acting President, who chaired a debate on the Report of the Commission on Post-Secondary Education. A view of the audience in the Medical Sciences Auditorium is at right. U of T was represented in the debate by Principal John Robson of Victoria College (extreme left above) and Prof. Arthur Kruger, Political Economy (extreme right). They also may be seen making their statements below. The Commission's spokesmen, Dr. Reva Gerstein and Dr. Douglas Wright are on either side of Dr. Sword.

## Question plan for separation of subsidies

(Continued from page 4)

tion to this package is the limitation of the grants, insofar as university students are concerned, to those in the first three years of their studies. We welcome recommendation 69, that provides for premium scholarships of an adequate amount for advanced study, but interpret 'limited program' to mean that the vast majority of graduate students would not be in receipt of them. For the others advanced study would entail serious financial hardships. We do not accept the argument (p. 48) that advanced study is "probably more to the advantage of the individual". Surely the social benefits that accrue from having well-trained professionals and scholars are also substantial!

Consider for example the not unrepresentative case of a student who completes a four year course for a first degree and then spends four more years taking a Ph.D. If he is without other means of support, he would acquire an indebtedness for fees only during the final five years (in addition to any accumulated during years one to three) of roughly \$7,000. This is a heavy burden to place on any young man or woman entering upon a career and assuming the responsibilities of a home and family. Even for the more fortunate ones who are in receipt of scholarships, fellowships or research assistantships, the heavy tuition fees would impose both a deterrent to graduate work and a burden of debt upon graduation.

### 2.4 Freedom to Set Fees (Recommendation 61)

Within the framework of the scheme proposed by the Report, it would seem to us to be advantageous to leave the universities really free to set their own



fees. This would provide for a measure of diversity and individuality that could be healthy for the system. To limit departures from provincial norms is to enforce a counter-productive uniformity.

### 2.5 Parity of Esteem (Recommendation 70)

We support the notion that capital funds for cultural, social, and athletic purposes should be dispensed on a simi-



lar basis to all post-secondary institutions. All students have a right to equal treatment in these areas. We draw attention however, to the different scale of legitimate needs of the universities for capital funds related to libraries and scientific laboratories. In these areas the universities must be treated on the basis of their needs, and would no doubt require larger capital allocations per student than

would other institutions. The search for "parity of esteem", laudable as it is, should not entrap planners into enforcing "parity of function" as well.

### 2.6 A Unified Formula (Recommendation 71)

We warmly support this recommendation, allowing as it does more flexibility in local planning to meet local needs. We would only add that the formula used should allow for the age of buildings on the older campuses. It is well known that U of T experiences substantial renovating expenses deriving from the age of its physical plant, costs that are not incurred by most of the other provincial universities.

### 2.7 Longterm Planning (Recommendations 72 and 61)

We endorse recommendation 72, on the assumption that not only qualitative policy, but also the numerical parameters of the formulae for grants and subsidies would be announced three years in advance.

If the government should persist in the implementation of Recommendation 61, in our view an unwise course, then the longterm basis set out in part 'b' would be absolutely essential to prevent chaos in the Universities.



# Deploras deterrents on full-time sequential studies

Phyllis Grosskurth

During the past few weeks my academic colleagues have incessantly hammered at the Wright Report for its failure to recognize quality or excellence. While I am in full agreement with them, I am somewhat disturbed by the way they tend to use these words as though they were abstractions belonging in some Platonic world of archetypes. Excellence for whom?

In other words — as a humanist — I am as concerned with whom we teach as I am with what we teach. Consequently, since we are part of a university community, I regret that so few members of faculty have protested about the consequences for thousands of young people if this insidious "Report" is adopted.

The Report declares solemnly that "We must preserve and cherish the fragile, exquisite, special animal of this earth we call man." If we turn to the actual recommendations in the Report, it is made very clear that "the fragile, exquisite, special animal of the earth" does not include young people of roughly 18-24, particularly those who are rash enough to intend continuing their education after high school in the sequential order that has traditionally been the pattern of education which the Commission deploras.

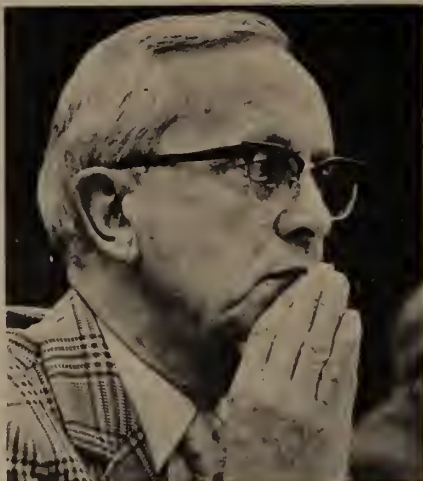
As an alternative to full-time sequential education the Report proposes an increase in part-time education. The poor are being deprived, it declares, and the Commission will act as St. George slaying the dragon of "elitism." One such method will be greater "accessibility" through the encouragement of part-time studies. While one might agree with this emphasis, the motivation for its appearance in this "Report" is questionable. I resigned from the Committee on University Affairs when a confidential document, prepared by the secretariat of the Treasury Board from data provided by the Department of Colleges and Universities, was made available to the Committee for information. This document suggested, as a means of cutting costs, that thousands of high school graduates would be deterred from entering university this coming year if sufficient financial pressures were put in their way — thus forcing a shift to part-time studies. Some of the constraints included a reduction of student assistance, and a substantial increase in fees — recommendations which oddly enough turned up again in the Wright Report.

The Commission in Recommendation 64 offers complete subsidization to students in the lowest income quartile. (Studies have shown that this group is the least motivated to go to university, so the Government is apparently secure in the knowledge that costs in this area will not be exorbitant). Since aid is limited to three years, to move on to professional training would incur for the student a heavy burden of debt. Dr. Wright has argued that in our consumer society people have demonstrated that they are not averse to incurring debt; but how are the very poor to obtain loans without sufficient security?

As for the proposed loan system proffered to the great majority of students — those from the so-called "middle class" — as Prof. John Porter has remarked in *Towards 2000*, this is the group which are likely to become increasingly restive as they are forced to bear a burden of taxation while at the same time they become decreasingly the recipients of welfare paybacks. In other words, if the Wright Commission's recommendations are adopted, we should be reverting to the situation which prevailed before

*The letter above is a contribution to the University's written debate on the exposure draft of the Wright Report — the Report of the Commission on Post-Secondary Education in Ontario. The Bulletin opened its columns to this subject at the request of the Faculty Association. Contributors should avoid personal references, strive for brevity, and follow the other rules for Letters to the Editor in the public press.*

## The Commission on Post-Secondary Education



Chairman Davis



Professor Careless



Principal Deutsch

David O. Davis, vice-president for engineering, Dominion Foundry and Steel Co., succeeded Dr. Douglas Wright as chairman of the Commission on Post-Secondary Education late last month. The other members:

David Black, student, University of Western Ontario; member of the secretariat of the now defunct Canadian Union of Students.

Prof. J. M. S. Careless, Department of History, University of Toronto.

William Cherry, executive secretary of CAATSAO, central student organization of the Colleges of Applied Arts and Technology.

Dr. John J. Deutsch, Principal, Queen's University.

Dr. Reva Gerstein, Toronto, psychologist; member of the Hall-Dennis committee on elementary education.

Dr. Laurent Isabelle, head of the Guidance Centre, University of Ottawa.

Vincent Kelly, Toronto, lawyer and one-time president, Students' Administrative Council, U of T.

Prof. John S. Kirkaldy, McMaster University, past chairman, Ontario Confederation of University Faculty Associations.

William Ladyman, international vice-president, International Brotherhood of Electrical Workers.

William T. Newnham, President, Seneca College of Applied Arts and Technology, Willowdale.

Mrs. Edna T. Tietze, Master of English, Conestoga College of Applied Arts and Technology, Kitchener.

Dr. Douglas T. Wright, former Dean of Engineering, University of Waterloo; former chairman, Committee on University Affairs; now Deputy Secretary, Ontario Ministry of Social Development.

Below: the Commission at work.



World War II when higher education was reserved for the children of the rich.

Furthermore, how much faith can we put in the equity of student aid in general? The system that has been operating to date has been infinitely complicated, shrouded in mysteries, and gross inequities have repeatedly occurred. Our faith is further shaken when we learn that the Commission's recommendations are already being implemented in further cuts in student aid.

The Treasury Board document was tactless enough to admit that limiting enrolment would mainly affect the age group — 18-24 years — who are least employable. Nevertheless, by raising fees and reducing aid for these young people, the Wright Commission advises the Government to throw them into the labour market without any skills to offer an em-

ployer. At the moment the unemployment rate in Ontario stands at 5.7%; for those in the 18-24 age group, it is in excess of 10%. What will it rise to with the addition of tens of thousands of students who might otherwise be educated for — one of the Commission's favourite words — "life"? These potential students will have no alternative but to go on welfare — \$30 a week, of which half is paid by the Federal Government. If the Government was realistic about this, it must see that welfare is expensive to administer and totally unproductive. And what about the morale of our young people who have been repeatedly exhorted that Ontario is the place they would choose to live?

PHYLLIS GROSSKURTH  
Associate Professor of English  
University College

## Universities' application centre begins operations next October

A student planning to enrol in the freshman class of an Ontario university in the fall of 1973 will submit his application through a new Ontario Universities' Application Centre, which will begin its regular operation in October, 1972.

When in full operation, the Centre will receive and record applications, decisions concerning applicants taken by the universities, and student acceptances of offers of admission. It will also put qualified, but unplaced, Ontario students in touch with universities which have places available so that the maximum possible number of qualified applicants may be accommodated. Applicants will retain the freedom to state their chosen universities and programs, and universities will continue to evaluate academic qualifications and to select candidates according to their own admission criteria.

Through an arrangement with the Ontario Department of Education, each student now registered in Ontario grade 13 has received an application for admission to Ontario universities preprinted

with his name, address, and other biographical information obtained from the grade 13 registration file. When the secondary school principal returns the first three copies of the application form to the universities designated by the applicant, a fourth copy is forwarded to the Application Centre. This copy will be used to construct a central file of all grade 13 applicants to Ontario universities. This file will be used to report trends and demands for the various programs offered by the universities, and will allow the Centre to identify multiple first-choice applications. From April to August, 1972, the Centre will receive from the universities application information on non-grade 13 applicants, and also a record of the offer of admission and the applicant's response to that offer.

The Application Centre is under the direction of H. W. Pettipiere, a former university registrar. Three senior staff have wide experience with student records in Ontario universities. The Centre has been located in Guelph (P.O. Box 1328) and will rent computer facilities from the University of Guelph.

## Tour of USSR leaves May 5

An Educational Group Tour of the Soviet Union, of particular interest to the academic staff at universities, has been arranged by Dr. Fred Ustina, Department of Mathematics, University of Alberta, Edmonton. The tour will depart from Montreal May 5, and return May 31. It will visit Moscow (7 days), Kiev (6 days), Leningrad (6 days), Volgograd (3 days), and the resort of Sochi on the Black Sea coast (3 days).

After a meeting with the Ministry of Education in Moscow, the group will visit a kindergarten, an elementary school, a secondary school, two universities, a special languages school, a technical institute, a pedagogical institute, and educational television facilities. The group will also visit the Educational Pavilion at the Exhibition of Economic Achievements in Moscow, and a Pioneers' Palace and the Centre for Young Naturalists in Kiev.

Sight-seeing will include the Kremlin, the Exhibition of Economic Achievements, and museums and art galleries in Moscow; the fabulous art treasures of the Hermitage, Petrodvorets, Pavlovsk and Pushkino in Leningrad; the numerous museums and historical sights of Kiev; and the war memorials in Volgograd. The stop-over in Kiev will include a cruise by hydrofoil boat on the Dneiper River to Kanev, the burial place of the Ukrainian bard Shevchenko, about 200 kilometers south of Kiev. The tour will conclude with a three day rest at Sochi.

The return fare, inclusive of all excursions, hotel accommodations, meals and five theatre tickets, is \$1039 from Toronto.

Further information may be obtained from Dr. Ustina, or directly from the booking agent, Sun Travel Centre, c/o The Bay, Southgate Shopping Centre, Edmonton, telephone (403) 435-8901. Inquiries may also be made at any Air Canada reservations office.



## Committee abandons its study of our social responsibilities

On March 6, the Presidential Advisory Committee on Social Responsibilities announced they had submitted their resignation to the Acting President on March 1 and issued the following statement:

It is with considerable regret that the Presidential Advisory Committee on Social Responsibilities has decided it has no alternative but to submit its resignation to the Acting President of the University. The Committee believes that it is not possible to complete an adequate report by the June 30, 1972 deadline which has recently been imposed upon the Committee.

We hope the following will make the reasons for this decision clear.

The first full meeting of the Committee was in January, 1971. At that time, the Committee was given the widest terms of reference by President Bissell, who stated the Committee's responsibilities as follows:

(a) *General University Policy Relating to Social Responsibilities*: (e.g. the provision of services such as nurseries and day-care centres, the provision of subsidized or free tuition for staff members' children, discrimination against various groups, including women, in hiring, admissions and services provided, etc.)

(b) *University Community Services*: (i) *Student-oriented services*, such as University Health Service, Career Counselling and Placement Centre, the Advisory Bureau and other counselling services on campus, the International Student Centre, the Housing Service and university-operated housing on or off campus, Hart House chaplain service, athletic associations, etc. (ii) *General Community Services*, including cafeteria and food services, police and security services, publication of university newsletters and bulletins, the aesthetic environment of the university, provision of social/academic centres and of social facilities in academic buildings, etc.

(c) *Relationship of the University to the City and Surrounding Community*, including such matters as use of university-owned property in the community, involvement of the university in city and community decisions affecting the university, etc.

At the time President Bissell proposed these terms, the Committee had serious misgivings about its ability to deal effectively with so large an area and requested that the terms of reference be more carefully specified. President Bissell indicated to the Committee that its major task was to formulate an overall philosophical framework which would provide a rationale for recommendations in the area of social responsibilities.

The Committee decided that the best way to approach such a task was to make a brief assessment of all topics in order to identify the problems and issues involved. It soon became evident that two major research projects were essential to our work. The first would be a survey of the community surrounding the University, to obtain data on the social composition of those living and working in this area and to identify areas of actual or potential conflict and cooperation. For both of these purposes, the Committee believed it essential to obtain objective data on how the University was perceived by our neighbours and why it was perceived in this way.

The second project was to be a survey of academic staff, support staff, full-time and part-time students, which would provide the Committee with data on usage of and attitudes toward existing university services and how these could be improved, on the need for new services, on the university as employer, etc. — information needed in order to give the Committee's recommendations in these areas as objective a base as possible.

The survey of the local community was funded and conducted last fall. The analysis of this survey will shortly be completed and will be a valuable source of information about the university's immediate neighbours. On the basis of our understanding from Dr. Bissell that funds would be available for both re-

search projects, we have on a number of occasions unsuccessfully requested funds in order to proceed with the survey of the university community.

After its brief review of topics, the Committee prepared a Statement of Issues, which was published in December in *The Varsity* and the *Bulletin*, and began the preparation of a number of position papers. We wish to point out that these position papers cannot be considered as "mini reports", since we anticipated modifying some of them in light of research data from the questionnaires. Had we been able to complete our work, it is likely that our final conclusions and recommendations would not necessarily have been merely the sum of these parts. We would also point out that many of the major topics, such as the social composition of the university, the university as employer, relations with the local community, and responsibilities to the general public, were left to the last in order that research material and data from the questionnaires could be used in formulating our recommendations in these complex areas.

The Committee made an exception to its normal practice in the case of one topic — day care. An interim report was submitted to the Acting President on November 30, 1971, since it was clear to the Committee that this service was very much needed and since the possibility existed at that time that the provincial government would finance the construction of a number of day care centres in Ontario. The Committee recommended that the University administration immediately explore with the provincial government the possibility of setting up day care facilities to service the University and surrounding community.

When we began our work, it was clearly understood that a task of this magnitude would take a considerable amount of time. As soon as the Committee delineated the areas it wished to explore, it drew up a detailed schedule of discussions projecting September 1972 as the date for publication of its final report. At no time was there any indication that a deadline other than the one we had set for ourselves would be imposed. On February 14, 1972, however, in response to our most recent request for funding of the internal questionnaire, the Committee received a directive from the Acting President requesting that a final report be submitted by June 30, 1972 before the change in the governing structure came into effect. The Committee requested that this deadline be lifted

and that it be allowed to carry out the survey. Once again, the Committee was instructed to report by June 30, 1972 and was advised that the internal survey was not considered necessary at this time. As it was the Committee's unanimous belief that this decision made impossible the production of an adequate final report, the Committee felt compelled to resign.

In resigning, the Committee is only too aware that it has not provided solutions to the specific problems which came to its attention, nor developed the general overall philosophical approach to social responsibilities which was intended. It was clear, however, that an inadequate and incomplete final report would do a disservice to ourselves and to the University.

During the thirteen months that the Committee has been working, we have become even more convinced of the seriousness of the issues involved, and of the existence of very real problems within the university community and in relations between the university and the general public. We earnestly hope that the new Governing Council will recognize the importance of giving serious consideration to the University's social responsibilities and will take up and complete the work we have started. All our records, research papers, position papers, briefs, etc. will be catalogued and turned over to the University Archives for future use.

In closing, the Committee wishes to offer its sincere thanks to the many individuals from the university community and from community organizations and government who appeared before the Committee to help in our work, and especially to those who submitted the excellent and informed briefs which we received.

### Structure of Committee

Mrs. Clarice Henschel, graduate student, and Prof. M. R. Piggott, Chemical Engineering, were co-chairmen of the Presidential Advisory Committee on Social Responsibilities. Other members as of March 1 were:

For the Faculty Association: Prof. Olga Bishop (Library Science) and Prof. P. N. Corey (School of Hygiene).

For the students: Mrs. Phyllis Clarke and Ronald Struys.

For the administration: Miss Lois Reimer and Frank Stone.

For the alumni: Mrs. Vivian McDonough.

Welfare service representative: Prof. Lorene Smith (Philosophy).

Administrative staff: Mrs. P. A. Staton and Donald Barclay.

Secretary: Miss Lynda Poole.

The vote for resignation was 9 to 2 with one abstention.

The statement was approved "by consensus".

## Population Unit is to be created within the School of Hygiene

A Population Unit is to be established within the School of Hygiene of the University of Toronto. So far as is known, it will be the only one of its sort in Canada, there being no other English-speaking school of hygiene in the country. Of 16 schools of hygiene in the U.S., more than half have autonomous population units.

The Toronto Unit will have both teaching and research functions and will be headed by a professor in population studies, still to be named. Among its teaching responsibilities will be diploma courses in Public Health, in Epidemiology and Community Health and Health Administration, but the Unit will also be available to offer courses to other divisions of the Health Sciences, the Schools of Nursing and of Physical and Health education and, the Faculties of Medicine (through the joint department of Preventive Medicine) and of Pharmacy.

Dr. Bernard Bucove, director of the School of Hygiene, said that staff of the Unit will hope also to teach other University groups, "as appropriate, feasible and desirable".

Dr. John Hamilton, Vice President, Health Sciences, said that a major factor in the establishment of the new program

was the offer of Ortho-Pharmaceutical (Canada) Limited to provide a grant of \$25,000 a year for five years to finance the foundation of a chair in Population Studies, the incumbent of which will head the unit. Ortho-Pharmaceutical has also offered the part-time services as a lecturer of Miss Elaine Dawson, R.N., D.P.H., who has considerable experience in teaching family planning methods, and the teaching of family planning methods to social workers, para-medical professionals and physicians. Dr. F. A. Philbrook, the company's medical director, will be available as a part-time lecturer.

University faculty will include Dr. W. Harding le Riche, head of Epidemiology and Biometrics, who will be involved in statistical and analytical aspects of the work; Dr. Hossein Moghadam, an associate professor of Health Administration, will be concerned with maternal and child health aspects; Dr. Cope W. Schwenger, professor of Health Administration, is involved in the social aspects of family planning; Dr. Robert Morgan, chairman of the joint Department of Preventive Medicine of the School of Hygiene and the Faculty of Medicine, will be the major link with undergraduate teaching.

## Drama lectures by Jo Mielziner

Jo Mielziner will give U of T Lectures in Drama, 1972, March 13 and 14, at 4.30 p.m. in Hart House Theatre. Sponsored by the Graduate Centre for the Study of the Drama, they are titled "As the Curtain Rises We Must Remain in The Theatre" and "The Dramatic Triple Play: Actor to Audience; Audience to Actor; Audience to Audience".

Trained in the fine arts in Europe and the United States, Jo Mielziner began designing for the theatre in his early 20's. Since then he has been associated with 289 major productions, has designed, co-designed and been consultant on more than 15 new theatres, and has received several theatre and academic awards, including 9 citations from the *Variety* Poll of Critics, 5 Tonys and 5 Donaldson Awards.

Jo Mielziner's first professional experience with the theatre was his apprenticeship with Lee Simonson at The Theatre Guild, where he was also bit actor and assistant stage manager. Later he served a year's apprenticeship with Robert Edmond Jones. In 1924 he designed his first major production, "The Guardsman," starring the Lunts and produced by The Theatre Guild. He has since designed hundreds of plays, musicals, operas and ballets, including several notable productions of the last 40 years of American Theatre: "Winterset," "Class Menagerie," "Death of a Salesman," "Street Scene," "Summer and Smoke," "Guys and Dolls," "A Streetcar Named Desire," "The King and I," "Gypsy," "The Innocents" and "Can-Can."

Mr. Mielziner, a pioneer in stage lighting techniques, was consultant on lighting to CBS during the early days of television, and, in 1945, designed the setting and lighting for the first meeting of the United Nations in San Francisco. He also designed the setting and lighting for the Michelangelo "Pieta" at the Vatican Pavilion in the New York World's Fair. He is chairman of the American Theater Planning Board and is a member of the Board of Directors in the U.S. Institute for Theater Technology.

## Charles Eames to show films

Charles Eames is presenting in person films using multi projection techniques at Cinesphere, Ontario Place, on Monday, March 20 at 8 p.m. under sponsorship of the U of T Faculty of Architecture Alumni Association. Tickets are \$3 in advance from Alumni House, 47 Willcocks St., \$5 at the door.

Working and teaching with Eliel and Eero Saarinen in the 1940's, Mr. Eames won first prize in each of two categories in Museum of Modern Art's Organic Furniture Competition (in collaboration with Eero Saarinen). He worked in the Art Department of MGM Studios; began experiments in moulded plywood; was commissioned to do moulded plywood splints for the Navy Commission; started photographic recording work; began fast slide techniques in lectures; and had the first one-man furniture show at the Museum of Modern Art.

Mr. Eames has won scores of awards for designing chairs, houses, toy trains and school seating, as well as for films and graphics; and these honours have come from all over the world — the United States, Canada, Scotland, Italy, Australia and England.

## Ph.D. Orals

All members of the Graduate Faculty have the right to attend Ph.D. Oral Examinations.

Thursday, March 16

Eugene Le Blanc, Department of Pharmacology. "Studies on Acquired Tolerance to Ethanol". Thesis supervisor: Prof. H. Kalant. Room 107, 16 Hart House Circle. 2 p.m.

Friday, March 24

Mrs. Phyllis Forsyth, Department of Classics. "Catullus: A Study in Poetic Tradition". Thesis supervisor: Prof. D. F. S. Thomson. Room 107, 16 Hart House Circle. 3 p.m.



# COMING EVENTS

## MARCH

### 9 THURSDAY

- Lectures**  
**Biophysics** "The Role of Non-Histone Chromosomal Proteins in the Control of Cell Proliferation". Dr. Renato Baserga, Department of Pathology, Temple University. 620 Princess Margaret Hospital, 500 Sherbourne Street. 12.30 p.m. (SGS and Medical Biophysics)
- Physics** "Computer Studies of Liquids". Dr. A. Rahman, Argonne National Laboratory, Argonne, Ill. 102 McLennan Physical Laboratories. 4.10 p.m. (SGS and Physics) There will be a specialist seminar on March 10 at 3.10 p.m.
- Slavic** "The Testament of F. M. Dostoevsky". Prof. R. Jackson, Department of Slavic Languages and Literatures, Yale University. 2118 Sidney Smith Hall. 4 p.m. (SGS and Slavic Languages and Literatures)
- Medicine** "Antigen Recognition Mechanisms". Dr. W. E. Paul, National Institute of Allergy and Infectious Diseases, Bethesda. 2172 Medical Sciences Building. 4 p.m. (SGS and Biochemistry)
- Anthropology** "The Earliest Human Population in the Americas". Dr. Richard S. MacNeish, Director, RS Peabody Foundation for Anthropological Research. 3154 Medical Sciences Building. 4 p.m. (SGS and Anthropology)
- Near Eastern** "Petra and the Nabataeans". Peter J. Parr, Institute of Archaeology, University of London. Emmanuel College Lecture Hall, 75 Queen's Park Crescent. 8 p.m. (SGS and Near Eastern Studies)
- Philosophy** Prof. A. R. C. Duncan, Department of Philosophy, Queen's University. Combination Room, Trinity College. 8 p.m. (SGS and Philosophy)
- Seminars**  
**Environment** "The Role of Citizen's Groups in Environmental Protection". Dr. D. A. Chant. Main Lecture Hall, Aerospace Studies. 1.30 p.m.
- Sovietism** "The Development of Soviet Strategic Doctrine". Dr. C. G. Jacobsen, Defence Fellow, School of International Affairs, Carleton University. 402, 158 St. George St. 2 p.m. (European Studies Committee, ISP)
- Islamic** "Comparison of the Composition of the Andalusian *Muwashshaha* with a Romance *Kharja*". Prof. Vicente Cantarino. Croft Chapter House, 110 U.C. 4.10 p.m. (SGS, Islamic Studies and Medieval Studies)
- Prosthetics** "Artificial Organs, Current Concepts and Future Potential". Dr. Walter Zingg. 252 Mechanical Building. 4 p.m. (SGS and Mechanical Engineering)
- Materials** "Internal Friction Measurements at Low Temperatures in Palladium-Hydrogen Alloys". Prof. F. W. Manchester. 116 Wallberg Building. 4 p.m. (Materials Research Centre)
- Comp. Lit.** Prof. Eugene Vance, Department of Comparative Literature, University of Montreal. Upper Library, Massey College. 8 p.m. (SGS and Comparative Literature)
- Environment** "Management of Agricultural Wastes in the Rural Environment". Dr. N. K. Patni. 211 Mill Building. 4 p.m. (Environmental Sciences and Engineering)
- Music** Dorian Woodwind Quintet. Canadian premiere of Berio's *Opus Number Zoo*. Concert Hall, Edward Johnson Building. 8.30 p.m. \$3, students \$2.
- Classical Concert Series — Liona Boyd, classical guitar. Music Room, Hart House. 1 p.m.
- Faculty of Music Ensembles. Concert Hall, Edward Johnson Building. 2.10 p.m. No tickets, free.

### 10 FRIDAY

- Lectures**  
**Social Responsibility** "Social Responsibility in a Technological Age". Prof. Edwin Layton, Division of Special Interdisciplinary Studies, Case Western Reserve University, and 1971 winner of the Dexter Prize awarded by the Society for the History of Technology for the best book of the year. 102 McLennan Physical Laboratories. 1.10 p.m. (IHPST and Varsity Fund)
- Chemistry** "Rapid Intramolecular Rearrangements in Penta-coordinate Transition Metal Compounds". Prof. J. Osborne, Harvard University. 158 Lash Miller Chemical Laboratories. 4 p.m. (SGS and Chemistry)
- Jagiellonian U** "The History of Jagiellonian University". Prof. M. Klimaszewski, President, Jagiellonian University, Cracow, Poland. 1069 Sidney Smith Hall. 8 p.m. (Slavic Languages and Literatures)
- Seminars**  
**Medicine** "Antigen-Binding Receptors on Immunocompetent Cells". Dr. W. E. Paul. 5227 Medical Sciences Building. 10 a.m. (SGS and Biochemistry)
- Slavic** "Dostoevsky's *A Gentle Creature*". Prof. R. Jackson, Yale University. Lounge, Sussex Court. 10 a.m. (SGS and Slavic Languages and Literatures)
- Near Eastern** "Archaeology and the Early History of N.W. Arabia". Peter J. Parr, Institute of Archaeology, University of London. 110 U.C. 2.10 p.m. (SGS and Near Eastern Studies)
- Anthropology** "Development of Irrigation Systems in the Tehuacan Valley, Mexico". Dr. Richard S. MacNeish. Room 561A Sidney Smith Hall. 2 to 4 p.m. (SGS and Anthropology)
- Colloquium**  
**Copyright** "Copyright in Canada: Problems and Issues": chairman, Prof. John Marshall; panelists: Michael I. Pitman, President, Copp Clark; Roy MacSkimming, poet and editor for New Press; Prof. David McQueen, York University; and Prof. Donald Gordon, Waterloo University. Lecture theatre, School of Library Science. 9.30 a.m.—12 noon.
- Music** John Cahill, French horn. Debut recital. Concert Hall, Edward Johnson Building. 8.30 p.m. No tickets, no charge.
- Athletics** Hockey: league semi-finals. Varsity Arena. 6 p.m.

### 11 SATURDAY

- Symposium**  
**Genetics** "Genetics and the Future of Man" — University College Alumnae 1972 Symposium. Hart House. From 10 a.m.
- Lecture** "Take Your Wife to China". Prof. J. Tuzo Wilson. Convocation Hall. 8.15 p.m. Free. (Royal Canadian Institute)
- Athletics** Hockey: league finals. Varsity Arena. 8 p.m.

### 12 SUNDAY

- Music** Scarborough Orchestra and Chamber Groups; conductor, Donald Coakley. Works by Purcell, Bach, Gabriele, Copeland and Bissell. Meeting Place. 3.30 to 4.30 p.m. (Scarborough College)
- Films** "The Ancient Egyptians", "Masters of the Desert", "Life As It Flows". ROM Theatre. 2.30 p.m. Free.

### 13 MONDAY

- Lectures**  
**Drama** First of two U of T Lectures in Drama, 1972, by Jo Mielziner. "As the Curtain Rises We Must Remain in The Theatre". Hart House Theatre. 4.30 p.m. Free (Drama Centre)
- Multi-Culture** "Multi-Culture Policy in Canada". Prof. T. Krukowski. 2110 Sidney Smith Hall. 5 p.m. (SGS and Russian & East European Studies)
- Seminars**  
**Engineering** "Magneto-Optic Memories". Dr. S. G. Zaky, Bell-Northern Research, Bramalea. 119 Galbraith Building. 3 p.m. (Electrical Engineering)

### 13 MONDAY

**Computers**

**Music**

### 14 TUESDAY

**Lecture**  
**Drama**

**Meeting**  
**Medicine**

**Seminars**  
**Medicine**

**Geography**

**Music**

### 15 WEDNESDAY

**Lecture**  
**Education**

**Seminars**  
**Wright Report**  
**Education**

**Music**

### 16 THURSDAY

**Lectures**  
**Nietzsche**

**Social Neglect**

**Reception**

**Music**

### 17 FRIDAY

**Seminar**  
**Capitalism**

### 18 SATURDAY

**Lecture**

### 19 SUNDAY

**Music**

**Films**

### 20 MONDAY

**Lectures**  
**Michelangelo**

**Music**

**Seminars**  
**Engineering**  
**Chemistry**

**Films**

### 21 TUESDAY

**Lecture**  
**Philosophy**

**Colloquium**  
**Ancient Equipment**

**Seminars**  
**Medicine**

**Music**

**Music**

### 22 WEDNESDAY

**Seminar**

**Music**

### 23 THURSDAY

**Seminars**

**Student Unions**

**Music**

"Computers in the University Administration". John Helliwell. SAC office. 7.30 p.m.

Organ recital by Russell Crimp. Convocation Hall. 5.05 p.m.

"The Dramatic Triple Play: Actor to Audience; Audience to Actor; Audience to Audience". Jo Mielziner. Hart House Theatre. 4.30 p.m. Free (Drama Centre)

"The Effect of Increased Intracranial Pressure on the Brain's Energy, Metabolism and Mitochondrial Function" and "Regional Cerebral Blood Flow and Intracranial Pressure in Comatose Patients". Dr. Hart Schutz, R. Samuel McLaughlin Travelling Fellow, H. A. Beatty Scholar. 5 p.m. Business meeting of Toronto Neurological Society and Institute Of Neurology at 6 p.m. Election of Officers.

"Studies on Arterial Oxygenation in the Microcirculation". Dr. Hart Schutz, University of Pennsylvania. Osler Hall. 5-6 p.m. (Toronto Neurological Society and Neuroscience Committee)

Prof. Paul Wheatley, Department of Geography, University of Chicago. 622 Sidney Smith Hall. 4 p.m. (SGS and Geography)

John Dembeck, violin and Anne Drake Dembeck, piano. Concert Hall, 273 Bloor Street West. 12.15 p.m. Free. (Royal Conservatory of Music)

Classical Concert Series — Jennifer Dowden, flute. Music Room, Hart House. 1 p.m.

"Stating your Assumptions and Presumptuousness". Robert Stake, author of *The Countenance of Evaluation*. OISE Auditorium. 8 p.m. Free.

"Wright Report and Admissions Policy". Joel Saltsman. SAC office. 7.30 p.m. (SAC)

With Robert Stake. 202 OISE. 10 a.m.

ROM Jubilee Concerts — Joseph Macerollo, accordion. Fresco Gallery. 5.30 p.m. Free

University College Series — "Nietzsche and After: Reflections on Echoes of Nietzsche's Thought in Literature". Prof. Hans Eichner. West Hall, U.C. 4.10 p.m. Coffee 3.30 p.m.

"The Roots of Social Neglect in the United States". Prof. Robert Heilbroner, chairman, Economics department, New School for Social Research, New York. Medical Sciences auditorium. 8 p.m. (American Studies Committee and Associates of the University of Toronto Inc., New York)

To mark the opening day of exhibition of work by Hough, Stansbury and Associates Limited, landscape architects. Faculty of Architecture, 230 College St. 5-7 p.m.

Classical Concert Series — Laura Mayne, soprano. Music Room, Hart House. 1 p.m.

"The Marriage of Figaro". Conductor, Ernesto Barbini. MacMillan Theatre, Edward Johnson Building. 8 p.m. Mar. 16-19 incl. All seats reserved. Tickets \$2.50, students \$1.50.

"Capitalism: its Prospects". Prof. Robert Heilbroner. 2118 Sidney Smith Hall. 10 a.m.—12 noon. (American Studies Committee and Associates of the University of Toronto Inc., New York)

"Faces of Our Time". Yousuf Karsh. Convocation Hall. 8.15 p.m. Free. (Royal Canadian Institute)

Faculty of Music Woodwind Quintet. Program to include works by Hindemith, Reicha, Fein and Souris. Meeting Place. 3.30 to 4.30 p.m. (Scarborough College)

"The Search for Ulysses", "The God Within". ROM Theatre. 2.30 p.m. Free.

"Understanding Michelangelo's Art Through his Poetry". Prof. Robert J. Clements, New York University. 2118 Sidney Smith Hall. 4.15 p.m. (SGS and Italian and Hispanic Languages and Literatures)

"Music in Byzantium". Prof. Kenneth Levy, Princeton University. 116 Edward Johnson Building. 4 p.m. (Music and SGS)

"Integrated Optics". Dr. O. I. Szentesi, Bell-Northern Research, Bramalea. 119 Galbraith Building. 3 p.m. (Electrical Engineering)

"Inorganic Models for Biological Fixation of N<sub>2</sub>O<sub>2</sub>". Prof. R. Harris. H214 Scarborough College. 4.10 p.m. (Physical Science Group)

Charles Eames will present films using multi projection techniques. Cinesphere, Ontario Place. 8 p.m. Tickets \$3 in advance from Alumni House, 47 Willcocks St. \$5 at the door. (Faculty of Architecture Alumni Association)

University College Series — "One Hundred Years of Bertrand Russell: An Appraisal". Prof. J. G. Slater. West Hall, U.C. 4.10 p.m. Coffee, 3.30 p.m.

"Bringing in the Sheaves: Ancient Harvesting Equipment". Prof. K. D. White, Reading University. Upper Library, Massey College. 4 p.m. (IHPST)

"Leukodystrophies and Demyelinating Diseases in Childhood". Dr. Margaret Norman. 2172 Medical Sciences Building. 5-6 p.m. (Toronto Neurological Society and Neuroscience Committee)

"Byzantine Notation". Prof. Kenneth Levy. 310 Edward Johnson Building. 11 a.m. (Music and SGS)

"Trial by Jury". Students and orchestra directed by Clifford Poole. Concert Hall, 273 Bloor Street West. 12.15 p.m. Free. (Royal Conservatory of Music)

Classical Concert Series — Ten Gentry, contra tenor. Music Room, Hart House. 1 p.m.

First in SAC series "Topics in University Government". Mariane Cheetham on "Brief to Wright" and Evelyn Sprick on "Commission on Health Sciences". SAC office. 7.30 p.m.

ROM Jubilee Concerts — The Fred Stone Quartet, classical jazz. Fresco Gallery. 5.30 p.m. Free.

"Composite Materials". Prof. J. Timusk. 116 Wallberg Building. 4 p.m. (Materials and Research Centre)

"The Goals of Student Unions and their Future". Frank Nacsa. SAC office. 7.30 p.m. (SAC)

Otto Armin, violinist. Concert Hall, Edward Johnson Building. 8.30 p.m. \$3, students \$2.